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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Listening Comprehension.

###### a. Definition of Listening Comprehension

Listening is the most crucial skill in language learning. Learners spend most of their time to listen rather than to read, write or speak. Listening is one of receptive skills. It means that listening is the skill to receive something that being spoken. According to Burley and Allen (1995), listening as a method for taking information is used far more than Reading and Writing combined. Yet, it is still misunderstood by people. People tend to assume that listening is same as hearing. In fact, both of them are different. While hearing is a physical ability, listening itself is a skill.

In the listening process, the listeners not only listen what is being spoken, but also they are required to understand of what they have listened. The process of understanding the spoken language is often called listening comprehension. Listening comprehension is the ability to listen, process it and understand its meaning.

Richards (2008) defined listening from two different perspectives. First, listening as comprehension and second, listening as acquisition. According to him, listening as comprehension is facilitating an understanding of spoken



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discourse. Another definition of listening comprehension stated by Field (2008) the term listening comprehension is refer to all the learners works in listening skills. It means that listening comprehension is all works that required students to understand the language in spoken form. Besides, Buck (2001) also stated that listening comprehension is a very complex process. An active process to construct the meaning by applying knowledge to the incoming sounds. He also argued that the comprehension of the message may be affected by a wide range of variables. Such as the characteristics of the speaker, the situation, or the listener itself.

According to Rost (2011, p. 54), comprehension is the experience of understanding what the language heard refers to in one's experience or in the outside world, and sensing how any incoming burst of language enhances or suppresses one's current understanding. Furthermore, Brown (1990) argued that many courses that supposed to 'teach' listening comprehension, in fact consist of exercises which expose the students to a chunk of the spoken material and ask comprehension questions to know about their understanding. He also stated that this does not seem to much example of 'teaching' listening, instead it was 'testing' listening comprehension. The students do not receive any help to understand the spoken discourse, and it often lead to students' failure.

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Based on those experts, the writer concludes that listening comprehension is an understanding of spoken discourse which can be assessed by applying knowledge to the incoming sounds.

## 2. The Aspects of Listening Comprehension

Listening is the process when listener hear the spoken language and he/she try to understand the meaning of it. Teaching listening comprehension is very important. It helps the students to bring out their own background knowledge, linguistic knowledge to understand or interpret the meaning. Based on the purpose of listening, Fauzana (2014) mentioned five types of listening, they are:

- a. Discriminative listening: the basic type of listening, whereby the difference between difference sounds is identified.
- b. Comprehensive or active listening: type of listening which focus to understand the spoken discourse.
- c. Therapeutic or emphatic listening: is aimed to not only understand about what speaker said, but also to understand the speaker's feeling.
- d. Critical listening: is a bout to analyzing, evaluating, judging and forming opinion about what is being said. The listener is required to think critically what they have heard from the speaker. They may show their agreement, denial, suggestion, or other opinion about what the speaker said.
- e. Appreciative listening: is listening to appreciate what the speaker was

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saying. This type of listening often happens in our daily activities. When listener tend to talk with the same person about their problem or people that he/she is enjoy to spending time with. Because they listen to him/her, they appreciate his/her sharing. That what appreciative listening means, to appreciate others.

According to Nation (2009, p.40), there are two types of listening, they are:

- a. One way listening: it is typically associated with the transfer of information (transactional listening).
- b. Two way listening: it is typically maintaining social relationship (interactional listening).

Besides that, Nunan (2003, p.31) said there are three types of listening:

- a. Listening for specific information: This usually involves catching concrete information including names, time, specific language forms, etc. It means that, it requires the listeners to know detail information about what they heard.
- b. Gist listening: Students try to understand in general way. Example; students catch the main ideas, nothing sequence of events.
- c. Inference: this is listening for meaning that is implied but not stated directly. The learners try to catch specific or to understand a text generally



when they come across information that is not stated directly. Inference is a higher level because it requires listener to think abstractly.

To understand the way the learners listen, it is the best way to know first about the level of listening. Burley and Allen (1995) divided listening into three levels, as follows:

- a. Level 1: Emphatic listening, the aim for this level is listener show both verbally and non-verbally that she or he is truly listening. It requires listener to listen from the heart that cause an understanding, caring, and empathy.
- b. Level 2: Hearing words, but not really listening. In this level, listener tends to hear what is being said, but less understand about the meaning. It is because they make a little effort to understand the meaning. It may lead to misunderstanding.
- c. Level 3: Listening in spurts. This level of listening makes the listener not willing to hear the speaker say. They tend to stay quiet and not responding to the speaker.

According to Fauzana (2014) there are 8 stages in listening, such as, access to words, parsing, memory process, hearing, attending, understanding, remembering, and evaluation. Here are the explanations below:

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- a. Access to words: refers to understanding the words mean.
- b. Parsing: refers to how the mind works out the grammar structure and meaning of sentences when it is being spoken.
- c. Memory process: in which listening comprehension depends on the storing and processing of information by the mind.
- d. Hearing: is about the physical ability. The learners perceiving sounds by their ears.
- e. Attending: refers to attending the non-verbal parts of conversation. Such as, body language, gestures, facial expressions, and eye contact. In this stage, listeners are required to focus on the message received.
- f. Understanding: in this stage, the listener learns what the speaker truly means, the thoughts, and emotional tone.
- g. Remembering: the result of memory allows the listener to record the information, idea about people, objects, and events.
- h. Evaluation: in this stage, after receiving information, the listener is required to evaluate the information by giving their respond, opinion, or thought about what she/he heard.

All those stages are involved in listening process. In which, these stages should be done systematically to get a better comprehending. The most important



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stage of comprehension understands. Because in this stage require the listener to understand the utterances. In addition, emotional tone, body language and the stare of the speaker.

According to Brown and Yule (1983) that there are four clusters of factors which can affect the difficulty of oral language tasks:

- a. The speaker (how many there are, how quickly they speak and what type of accent they have)
- b. The listener (the role of listener: a participant, the level of response required, the individual interest the subject)
- c. The content (grammar, vocabulary, information structure, background knowledge assumed)
- d. Support (whether there are pictures, diagrams and other visual aids to support the text)

In teaching listening comprehension, teacher should aware about these factors.

Due to make the learning process becomes more effective and efficient.

### 3. Students' Listening Comprehension

There are different definitions of the term "listening comprehension". Nadig (2013) stated listening comprehension is the different process of understanding the spoken language. These include knowing speech sound, comprehending the



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meaning of individual's words, and understanding the syntax of sentences. Thus, Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

O'Malley, Chamot, and Kupper (1989) said that listening comprehension is an active process in which the listener constructs the meaning though using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

Underwood (1989, p.22) stated that there are at least seven elements that students need to learn in listening comprehension:

- a. To be aware of how lexis and lexical sets can indicate topic.
- b. To interpret the use of stress, intonation, loudness, etc.
- c. To recognize transition words and what they indicate (e.g. 'although', 'for instance', 'but', 'for example');
- d. To predict what is coming next in an utterance or a conversation, using both their general knowledge and the clues from what they have heard;
- e. To make guesses based on the context, the tone, etc;



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- f. To 'listen between the words' (the listening equivalent to 'reading between the lines') to know what is really meant by speakers who do not always say precisely what they meant;
- g. To distinguish between facts and opinions as they listen, so that they can be critical listeners, not easily persuaded by other people's clever use of language (e.g. Utterances where 'spying on' is used rather than 'watching', to suggest that there was something suspicious/sinister about the action).

Based on those explanations above, to be a good listener it is critical to not only be able to hear the sound, but also to construct the meaning. If the students can hear / watch the material, but do not construct the meaning especially when watching English movie. It means they are failed in listening comprehension.

#### 4. Factor Influences Students' Listening Comprehension

Listening holds an important place in foreign language learning process because it provides learners comprehensible input. However, language learners encounter some factors that hinder listening comprehension. One of the factors is the intelligence of the learners which decides on how much language input they receive. Background knowledge about the topic, another factor, enables the learners to comprehend the listening text better; in other words prior knowledge

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facilitates comprehension and allows learners to make predictions. Boyle (1984, p.35) identified the factors that influence listening comprehension in two groups:

#### a. The Internal Factors

The internal factor means the factor which comes from the learners himself (Kahayanto, 2005,p.13).

##### 1) Interest.

Interest tends to be strong booster for the students' in learning listening comprehension. Munawarah (2015) stated that the learners' success in learning a second language depends on their interest in using it.

##### 2) Awareness

Thornbury (2007) stated the learners need to be made aware of features of target language it is one of the stages in developing listening skill.

##### 3) Participant

Munawarah (2015) stated the activities that automatically make the learners getting involved to the target language or second language is quite important.

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#### 4) Practice

Seliger in Munawarah (2005) stated that practice consist of an output speech act by the learners. It means that the learners use the target language. Furthermore he stated it also consists of covert activity such listening to the radio, watching television and movie, and reading. It shows that the learners use their time in such activity to practice use the target language.

#### b. The External Factors.

- 1) The choice of listening materials holds an important place because if message is not conveyed then the materials will not be useful.
- 2) The content of the material should draw attention of learners. Concepts in the material should be easily understood.
- 3) The listening environment should be quiet. There should not be any interference in the classroom.
- 4) Lecturers should support the learning environment through gestures and visuals.



## 5. The Nature of Watching English Movie

### a. Definition of Movie

According to Wikipedia, a film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Bong S Eliab (2001) states that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style. A good story is the basis for most successful films. A good story has a very clear beginning, middle, and end. The best way to organize the telling of a story is through proper balance of suspense and action. Alfred Hitchcock was found of defining suspense as the “the opposite of surprise”

- 1) Surprise : when something happens and you don't expect it.
- 2) Suspense : when you expect it and it doesn't happen.

A character is a person that created by movies' creator or sometimes events an animal who takes part in action of story. Based on the character function on the story, character can be classified to be two. They are main character and supporting character. The main character is the character that has many scenes on the story. Whereas, the supporting character is character that supports and helps the main character on the story.

Theme is main concepts and idea that underlies the story. Theme is revealed through the values of the character when confronting obstacles and resolving

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conflict in pursuit of their goal. It can be considered as the foundation and purpose of the story because without purpose the story will be trivial.

The setting refers to all of the information about the place, time and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting is setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture, language of the society. The last element of the movie is style refers to genre of movie.

The statement above can be concluded that movie is a form of entertainment that composed by some elements. Movie has five elements which students have to know and understand when watching a movie or reading story, because they are parts of the movies. If students don't know about it, they will not understand the substance of that movie.

#### **b. Advantages of Watching Movie**

Watching movie is a kind of entertainment. But when watching movie students have to know that they also can learn English. It can develop their listening comprehension by frequently watching English movie. Their comprehension will be developed and then they can comprehend the movie that they hear frequently than can get the information easily. Watching movie is also a technique to provide material based on our intelligences that are audio and visual



intelligence. Because of such advantages, watching movie is possible to be a way of advanced listening comprehension.

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. It can be effective media in teaching learning process, because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Movie can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. It indicates that movie is a useful way to improve listening comprehension. Choosing the right movie is very important too. A lesson will be much easier and interesting if we use movie.

Sudarwan (1995,p.19) mentioned Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are many advantages that can be obtained in the use of film as a media to deliver lessons to students. They are:

- 1) Movie can describe process.
- 2) Movie can arouse impression of room and time.
- 3) The pictures are three dimensions.
- 4) The sound can arouse reality of pictures in form of nature expression.

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- 5) Movie can tell expert's voice while watching his/ her appearance.
- 6) Color movie can add reality of object, which is practiced.
- 7) Movie can show scientific theory and animation.

Beside the advantages, movie has disadvantages that can be explained as follow:

- 1) During playing movie, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students cannot understand the movie well if it is played too fast.
- 3) It is difficult to repeat what is gone except playing it once more.
- 4) The equipment is expensive

A good movie is a movie that can meet the needs of students in relation to what has been learned. Oemar Hamalik in Anawir and Baharudin (2012, p.96) argued that adhere to basic principles of 4-R is: “the right film is the right place at the right time used in the right way”.

## 6. The Correlation between Watching English Movie and their Listening Comprehension

According to King (2002) using videos/movies is an approach that is used as a teaching tool for studying listening comprehension. Videos are such valuable and rich resources for teaching present colloquial English in real life contexts rather than artificial situations and the opportunity of being exposed to different native



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speaker voices, slang, reduced speeches, stress, accents and dialects. Besides, Khan (2015) argues that the “visuality” of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool and movies offer a variety of methods and resources for teaching the target language, helping students to improve their listening and communicative skills.

In learning of listening, students tend to prefer the material that let them enjoy without having so much effort. Thus, they are more interested to listen English songs, watching movie or animation. Students who are interested in watching movie will invest their time and effort to watch and are highly motivated to learn the listening. As the watching English movie be a strategy in language learning. The students will also get the advantages from watching English movie, since they do it by their own will, without any forced by their teacher.

Rost (2011, p.152) argued that using multimedia involving visuals and audio, and with multiple modes of presentation (e.g. video with subtitles), will increase context, reduce cognitive load, and improve comprehension. The effect of listening and watching video as teaching media had better performance on students' ability in listening comprehension. The process gives information to improve comprehension and retention of the material. It means that English videos or movies can help students to be able to comprehend when they are conducting in listening activity.





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According to Shigenori, reasons for the difficulty in listening to English can be divided into a number of categories: cannot catch pronunciation, can catch words but do not understand the meanings of sentences, understand meanings of sentences but do not understand what the speakers want to say and more. The reason for such a variety of difficulties is that the activity of listening comprises multiple psychological processes. The following processes are generally considered to be performed in sequence when listening to speech: converting sounds into words; connecting the words into sentences; converting the sentences into meanings; and interpreting the meanings of the sentences in light of the context of the conversation or common knowledge in order to understand what a speaker means. In each of these steps, vocabulary and grammatical knowledge must be drawn upon rapidly, correctly, and continuously. When students have been able to listen something well in English, automatically they can watch English movie easily.

Pertaining to the ideas, Wills (2006) mentioned, successful listening skills are acquired over time and with lots practices. It means that if the students want a successful listening skill, especially in listening comprehension, they have to acquired over time in do that and with lots practices. Tafani (2009) suggested that we should encourage students to see as many as movies as possible outside the classroom or parts of movies in the classroom. Watching movie is very important as it increases their visual and critical awareness.



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From the explanation above, students who are accustomed to watch English movie have more chances to train their listening sensitivities, movie is not only series of pronunciations, but also moving images, so that students can more easily understand what is delivered. Thus, it can be seen that students who are watching English movie will get a better comprehension. All of the explanations above show that there is a correlation between watching English Movie and their listening comprehension.

### B. Relevant Research

According to Syafi'i (2007,p.103), relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research. It means in order to conduct this research, the writer need to take and observe some relevant research. In which these relevant research will guide the writer to select and determine the fix designs of the research.

This research has relevance with other research, a research from Ahmad Ijazi on 2013. He conducted a research which entitled “ The correlation between the frequency of watching English program on television and listening comprehension at the second year students of Islamic senior high school Rengat Indragiri Hulu regency “. He tried to found correlation between the frequency of watching English program on television and listening comprehension. The population of this research is all students at the first year of MAN Rengat. The total population is 367 students. It consists of two programs; IPA and IPS. He



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used simple random sampling to collect the data of the students. The result showed that there is significant correlation between the students' frequency watching English programs on television and the students' listening comprehension.

In 2012, Arif Rahman conducted a research “ The correlation between frequency of watching English movie and vocabulary mastery of the second grade students of MAN 1 Semarang in the academic year of 2011/2012” He tried to found correlation between frequency of watching English movie and vocabulary mastery. Population of this research is the second grade students of MAN 1 Semarang in the academic year of 2011/2012. That have 12 classes and each class is about 32 students. In his research, the writer took class from XI BAHASA I and XI BAHASA II of MAN 1 Semarang in the academic year of 2011/2012 as a sample. The result showed that there is any correlation between students' frequency of watching English movies and students' vocabulary mastery of the second grade students at MAN 1 Semarang in the academic year of 2011/2012. It can be proved with the result of  $r$  of product moment coefficient value that has been gotten ( $r_{xy}=0.584$ ) is higher than  $r$  of table coefficient value either 5% table coefficient value ( $r_t=0.244$ ) or 1% table coefficient value ( $r_t=0.317$ ).

The previous studies above explained the correlation between students' frequency of watching English movie and listening comprehension. In this



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research, the researcher also examined the relationship between students' frequency which is in watching English movie and listening comprehension.

### C. Operational Concept

In carrying out this research, it is very necessary to clarify the variables used in this research. This research consists of variables; those are independent variable (X) and independent variable (Y). Variable X refers to frequency of watching English movie, and variable (Y) refers to listening comprehension.

#### 1. The Indicators of Variable X (Watching English Movie)

Schunk, et al (2012) stated the indicators of students' Watching English Movie. Which are:

- a. The students pursue to watch English movie in daily activities, not only in the classroom but also in the home.
- b. The students understand watching English movie in their daily activities can affect their listening skill.
- c. The students involve in listening activities (watching English movie) with their friends and English teacher during class times.
- d. The students use their resting/free time in practicing English (listen and watch the movie).





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**2. The Indicators of Variable Y (Listening Comprehension)**

- a. The students are able to know the detail information about what they hear and watch from the movie.
- b. The students are able to obtain gist of what is being said of the movie.
- c. The students are able to recognize the function of structures in the movie (such as interrogative as request).
- d. The students are able to make inference of the movie that they heard and watch.

**D. The Assumptions and The Hypotheses**

**1. The Assumptions**

- a. The students' watching English movie and their listening comprehension are various.
- b. Many factors that may influence students' watching English movie and their listening comprehension.
- c. The more frequencies students' watching English movie, the better students' listening comprehension will be.

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**2. The Hypotheses**

- a.  $H_0$  : There is no significant correlation between watching English movie and their listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru.
- b.  $H_a$  : There is a significant correlation between watching English movie and their listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru